

# Year 11&12 2026 Course Guide



**Mundaring**  
CHRISTIAN COLLEGE

## Our Vision

To be a thriving Christian community,  
inspired and equipped, to learn and live well.

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# Introduction to Senior Secondary School

Year 11 and Year 12 present students with new challenges and exciting experiences that prepare them for the appropriate pathways after they complete Year 12. We want to ensure that our students get the most out of their senior years at Mundaring Christian College. Therefore, it is vital that parents and students set some time aside to go through this course guide together so that they can make careful and informed decisions about subject selection and future pathways opportunities.

Making these choices can sometimes be daunting as students find a balance between courses that interest them and courses that they will achieve success in. We are here to help guide students through this process, so they make the best decision for their post-school futures. This handbook outlines the courses offered in Year 11 at Mundaring Christian College and explains how students can successfully receive their WACE (Western Australian Certificate of Education) after Year 12. Read this handbook thoroughly and refer to it often to clarify terminology, expectations, and requirements.

As students make the crucial transition from Year 10 to Year 11, they must understand the importance of their Year 11 and 12 education. Year 11 and 12 students at Mundaring Christian College are granted many privileges and in return, are expected to be responsible and respectable role models to younger students at our College by showing maturity and leadership.

We hope that the next two years will be an enjoyable learning experience for our students as they grow into young adults. When each student leaves Mundaring Christian College, we hope they will be prepared to take on the challenges of the wider world with the benefit of the character and values that are the heart of our College.

## Useful Terminology

<b>WACE</b>	The Western Australian Certificate of Education is a certificate that demonstrates significant educational achievement over Year 11 and 12. It is generally required for entry into further study and employment.
<b>Course</b>	Most courses are at either General or ATAR level and comprise 4 units. Units 1 and 2 are studied in Year 11 and Units 3 and 4 are studied in Year 12.
<b>Unit</b>	A semester long section of a course. Four units throughout Year 11 and 12 make up one course.



<b>ATAR Course</b>	A two year Australian Tertiary Admissions Rank (ATAR) course consisting of 4 Semester units covered in Years 11 and 12 with an external examination at the end of Year 12. Students wanting to attend university usually enrol in at least four ATAR courses, one of which must be English or English Literature.
<b>General Course</b>	A two-year course consisting of 4 units covered in Year 11 and 12 which counts towards the WACE but not towards generating an ATAR.
<b>English Language Competence</b>	Is attained upon: <ul style="list-style-type: none"> <li>• Successful completion of at least 4 English course units in Years 11 and 12, and</li> <li>• Passing OLNA, or</li> <li>• Prequalifying for the AQF Standard through Year 9 NAPLAN for Reading and Writing.</li> </ul>
<b>OLNA</b>	The Online Literacy and Numeracy Assessment enables students to demonstrate that they meet the minimum standard of literacy and numeracy that is required to receive their WACE.
<b>VET</b>	Vocational and Educational Training is designed to deliver workplace skills and knowledge over a wide range of careers. This includes trade work, office work, retail, hospitality, and technology.
<b>TISC</b>	The Tertiary Institutions Service Centre processes applications for admission into university undergraduate courses at the 4 public universities. For more info refer to: <a href="http://www.tisc.edu.au">http://www.tisc.edu.au</a> .
<b>TEA</b>	The Tertiary Entrance Aggregate is the total of a student's best four ATAR subjects at the end of Year 12 which is used to calculate their final ATAR.
<b>WASSA</b>	The Western Australian Statement of Student Achievement is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.
<b>ATAR</b>	The Australian Tertiary Administration Rank is a number between 0.00 and 99.95 which is based on a student's overall academic achievement. It shows their position relative to all other students in their year of study. For example, if a student receives an ATAR of 88.50 they know that they are in the top 11.5% of students in their year of study in WA. ATAR is used for tertiary entrance.

<b>SCSA</b>	The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools.
<b>TAFE Colleges</b>	Technical and Further Education Colleges or institutions provide a wide range of vocational tertiary education courses.
<b>Tertiary Institutions</b>	In WA these include The University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, and The University of Notre Dame. Students may also enrol in interstate tertiary institutions.

## Choosing Your Courses

- 1. LOOK AT THE REQUIREMENTS:** To achieve a WACE and ensure your subject selection meets them. An outline of these requirements can be found in the next section of this Course Guide.
- 2. CONSIDER YOUR INTERESTS:** Choose courses that you are passionate about and will be motivated to study for the next two years.
- 3. CONSIDER YOUR FUTURE GOALS:** Spend some time looking at which pathway you would like to take after graduating from Mundaring Christian College, whether this will be tertiary education, training, or employment. As you do this, think about your career aspirations, which will guide your subject selection process.
- 4. CONSIDER YOUR ABILITIES:** When choosing the type or level of course, ensure you challenge yourself while setting realistic goals. Consider your current achievements in particular subject areas as this will indicate your potential to achieve in Year 11 and 12 courses.
- 5. ENSURE THAT YOU MEET THE REQUIREMENTS:** Ensure you meet the requirements for entry into a university or TAFE, as entry into their courses is often very competitive. They each have very specific and differing requirements. Also, find out about any course-specific prerequisites.
- 6. CONSIDER THE INDICATIVE COURSE FEE:** The Indicative Course Fee shown is indicative and based on the 2025 Course Fee, where available, and is subject to change.
- 7. ASK:** If you need advice, don't hesitate to speak with your teachers or get in touch with the university or TAFE for detailed information about course entry requirements. You can also contact our Careers and Pathways team for support.

# Students with Learning Support Requirements

Appropriate opportunities will be provided for students with learning support requirements to allow them to demonstrate their achievement of course objectives. It is vital that the College is made aware of any learning support requirements that students have so that we can ensure that each student is able to reach their academic potential.

Special consideration will be given to students who have a long-term illness or prolonged absences due to illness or disability. According to each circumstance, special arrangements regarding to assessments can be made with subject teachers initially with further consultation with the Head of Curriculum.

In ATAR courses (when it is appropriate), extra time or the use of other adaptations during internal assessments may be granted to students who have diagnosed medical or learning support requirements. Testing must indicate that they fit the SCSA criteria for special consideration in external exams. Further advice can be sought from our Inclusive Education Department.





# WACE Requirements

(Western Australian Certificate of Education)

## TO ACHIEVE A WACE YOU WILL BE REQUIRED TO MEET:

### A) Literacy and Numeracy Requirements

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy (demonstrated through NAPLAN achievement in Year 9 or successful completion of OLNA).

### B) Breadth and Depth Requirements

- Complete a minimum of 20 units (ATAR and/or General Courses) or equivalent during Year 11 and Year 12, as described below (each unit is a semester's work).
- A minimum of 10, Year 12 units or the equivalent (five-year-long courses in Year 12).
- Two completed Year 11 English units (one year-long course) and one pair of completed Year 12 English units (one year-long course).
- One pair of Year 12-course units from each of List A (arts/languages/social sciences) and List B (mathematics/ science/ technology).

### C) Achievement Standard Requirements

- Students will be required to achieve 14 'C' grades or better (or equivalent, see below) in Year 11 and Year 12 units, including at least six 'C' grades or better in Year 12 units (or equivalent).

### D) Complete Required Courses

- Complete four or more Year 12 ATAR courses, or five or more year 12 General courses, or complete a single Certificate II or higher in VET in combination with ATAR, General or Foundation courses.

## Achieving a WACE through VET

The maximum unit equivalence available is eight units; four Year 11 units and four Year 12 units. The amount of unit equivalence allocated to VET is as follows:

- **Certificate I - equivalent to two Year 11 units (2 'Cs),**
- **Certificate II - equivalent to two Year 11 and two Year 12 units (4 Cs),**
- **Certificate III - equivalent to two Year 11 and four Year 12 units (6 Cs).**
- **Certificate IV - equivalent to two Year 11 and four Year 12 units (6 Cs).**

Progress towards completion of a VET certificate is reported as 'limited' or 'satisfactory'; there is no unit equivalence for these courses towards WACE for semester work unless the VET course is completed at the end of Year 12. If you do not complete the course requirements to achieve an ATAR, we recommend that you enrol in a Cert. II qualification or higher. For more visit [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

# Types of Courses

## THERE ARE FOUR TYPES OF COURSES OFFERED AT MUNDARING CHRISTIAN COLLEGE:

1. **ATAR course units** for students who are aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Most ATAR courses will require a minimum of three hours of home study each week. *ATAR is difficult, but not impossible.*
2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority. However, they do require completion of an Externally Set Task (EST), set by the authority and completed by all students studying that course in the state during Year 12.
3. **Vocational Education and Training (VET) courses** for students participating in nationally recognised training, to meet standards as set by the Australian Skills Quality Authority, through a Registered Training Organisation. These are programs for students aiming to enter the workforce directly from school.
4. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.



# ATAR Requirements

Based on our experience, we have identified that students who are able to achieve a 'B' grade in Year 10 courses normally achieve good results in ATAR subjects. Students who do not meet this requirement generally struggle to find success. It is better for a student to achieve a strong WACE than a poor ATAR score.

If a student doesn't meet the prerequisite requirements for an ATAR subject, there is still an opportunity to apply for that ATAR course. This will involve a meeting with a member of our Academic Administration team. The student, with the guidance of their parents and the College, is expected to create and commit to a study plan (including setting a certain amount of hours of study to do each night) and set subject goals. This agreement is referred to as a Provisional ATAR Enrolment Agreement.

We encourage students to commit to good outcomes, rather than having to withdraw from courses due to low grades and unrealistic expectations. Students experience better outcomes when they are aware of success or liability in a subject early. Early awareness helps students make the right decision on what pathway to take moving forward. Parents, students, and College staff can discuss each student's unique situation during our Term 3 individual Pathway Meetings.

A student's ATAR is derived from the TEA, which is the sum of the best 4 final scores in ATAR courses. The final score in an ATAR course is a 50:50 combination of the Year 12 school mark and the WACE ATAR exam. To arrive at the final combined mark for a course, several statistical processes (moderation, standardisation, scaling) are applied.

More information about the ATAR is available at:

<https://www.tisc.edu.au/static/guide/atar-about.tisc>

Students must be enrolled in at least four ATAR courses to be eligible to receive an ATAR. The rank is used by universities as a selection mechanism and directly reports a student's position relative to other students. It allows students to be accurately compared year by year and also allows WA students to be directly compared with the results of students in other states.

"For I know the plans I have for you,"  
declares the LORD,  
plans to prosper you and not to harm you,  
plans to give you hope and a future."

*Jeremiah 29:11*





# What Is Your Pathway?

## University

Students who choose the university pathway typically study ATAR courses over their senior secondary years with a minimum of four ATAR courses in Year 12.

### Requirements for Tertiary Entrance are:

- An Australian Tertiary Admission Rank (ATAR) that is sufficiently high to gain a place in a particular institution, faculty, or course. The rank required varies from year to year and depends on places available in the selected course at a university and the standard of the applicants.
- Competence in English as designated by the university concerned – a scaled mark of at least 50 in ATAR English, English Literature, or English as an Additional Language. Students not achieving the standard can sit the STAT to demonstrate their English competency.
- The Western Australian Certificate of Education.
- The prerequisites designated for a particular university course (which will be outlined on the TISC website) – expected to be a scaled mark of at least 50 in the specified ATAR course.

The Tertiary Institutions Service Centre (TISC) provides a website with all these details and a document titled University Admission 2027 that provides prerequisite details for undergraduate courses commencing in 2027.

TISC University Admission 2027

Their definitive statement on university admission can also be downloaded from their website: <http://www.tisc.edu.au>.

Visit the University Websites to See Tertiary Course Prerequisites	
	<a href="#">Curtin University of Technology</a>
	<a href="#">Edith Cowan University</a>
	<a href="#">Murdoch University</a>
	<a href="#">Sheridan College</a>
	<a href="#">University of Notre Dame Australia</a>
	<a href="#">University of Western Australia</a>

## TAFE Entrance or State Training Provider

Students who wish to undertake further education and training through a state training provider (TAFE or equivalent) or entrance into the workforce after graduating typically study VET and General/Foundation units in Years 11 and 12.

The General & Vocational Pathway consists of a minimum of four General/Foundation courses, including an English course. These courses are not externally examined, but have Externally Set Task (EST) in Year 12, which is set by SCSA and contributes towards the final grade. These courses are designed for students who are typically aiming to enter TAFE training, Apprenticeships or the workforce directly from school.

### **Requirements for TAFE Entrance are:**

- Demonstrate minimum literacy and numeracy skills or achievement through Online Literacy and Numeracy Assessment (OLNA) or the Australian Qualification Framework (AQF).
- Competitive courses of high demand may require applicants to respond to course specific selection criteria.
- Some courses may also have specific entry requirements, such as higher level of Maths. Details for specific course entrance requirements can be checked with your preferred TAFE college.

For details on specific TAFE entrance requirements related to a particular course please visit:

<https://www.fulltimecourses.tafe.wa.edu.au/>

# Alternative Entry Pathways

THERE ARE SEVERAL WAYS TO GAIN ENTRY INTO A UNIVERSITY WITHOUT AN ATAR SCORE. IF YOU WOULD LIKE TO CONSIDER THESE OPTIONS, BE SURE TO ACCESS THE INFORMATION ON THE UNIVERSITY WEBSITES. THIS INFORMATION WAS CORRECT AT THE TIME OF PUBLICATION BUT IS SUBJECT TO CHANGE.

## Alternative Entry Pathways

### Edith Cowan University (ECU)

All Alternative Pathways require you to meet the English Competency Requirements and satisfy any prerequisites for the course you want to apply for.

- **CERTIFICATE IV:** Students may meet entry requirements for undergraduate courses if they have recently completed a TAFE Cert IV or higher and meet the English Language requirements.
- **ENABLING COURSE:**
  - o [University Preparation Course](#)
- **EXPERIENCE:** Experience-based entry to gain direct entry to selected undergraduate university courses, WACE must be completed.

[Course Entry](#) at Edith Cowan University.

### Murdoch University

All Alternative Pathways require you to meet the English Competency Requirements and satisfy any prerequisites for the course you want to apply for.

- **CERTIFICATE IV:** Students can apply if they have recently completed a TAFE Cert IV or higher and meet the English Language requirements.
- **ENABLING COURSE:**
  - o [University Preparation Course](#) (On Track Flex, K-Track, On Track Sprint)
- **EXPERIENCE:** Experience-based entry to gain direct entry to selected undergraduate university courses, WACE must be completed.

Find your [pathway](#) at Murdoch University.

### University of Notre Dame Australia

All Alternative Pathways require you to meet the English Competency Requirements and satisfy any prerequisites for the course you want to apply for.

- **CERTIFICATE IV:** Students will meet the requirements for most undergraduate courses if they have recently completed a TAFE Cert IV or higher and meet the English Language requirements.
- **ENABLING COURSE:**
  - o [Tertiary Pathway Program](#)
- **EXPERIENCE:** Experience-based entry requires completion of an acceptable Enabling course and the Special Tertiary Admission Test (STAT).

Find your [pathway](#) at University of Notre Dame Australia



## Curtin University

All Alternative Pathways require you to meet the English Competency Requirements and satisfy any prerequisites for the course you want to apply for.

- **CERTIFICATE IV:** Students can apply for most undergraduate courses with a guaranteed ATAR of 70 if they have recently completed a TAFE Cert IV or higher and meet the English Language requirements.
- **ENABLING COURSE:** University Preparation Course
  - o [UniReady](#)
  - o [First Nations Enabling Courses](#)
- **EXPERIENCE:** Experience-based entry to gain direct entry to selected undergraduate university courses, WACE must be completed.

Find your [pathway](#) at Curtin University.

## University of Western Australia

All Alternative Pathways require you to meet the English Competency Requirements and satisfy any prerequisites for the course you want to apply for.

- **CERTIFICATE IV:** Students can apply for most undergraduate courses with a guaranteed ATAR of 70 if they have recently completed a TAFE Cert IV or higher and meet the English Language requirements.
- **ENABLING COURSE:** University Preparation Course
  - o Approved Australian [University Enabling Program](#) completed and graded.
  - o Access UWA: [Single-unit enrolment](#)
- **EXPERIENCE:** Experience-based entry to gain direct entry to selected undergraduate university courses, WACE must be completed.

Find your [pathway](#) at University of Western Australia.



## Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

## School-Based Assessment Profile:

Year 11: Responding (40%) Creating (40%) Exam (20%)

Year 12: Responding (35%) Creating (35%) Exam (30%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	B Grade (minimum of 70%) in Year 10 English	Prerequisite:	C Grade (55%) or better in English ATAR Units 1 and 2
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	\$30
<b>Unit 1</b>  This unit focuses on how language, text, purpose, context, and audience interact to convey meaning. Students analyse various texts to understand how language and structure serve different purposes for diverse audiences. They also develop analytical skills by creating and responding to texts and exploring the interplay of visual and written elements in communication.		<b>Unit 3</b>  Students delve into themes and concepts by comparing various texts and analysing how language and genre interact with different contexts. They recognise genre conventions and their role in interpretation while also evaluating how different media and forms impact text structure and audience reception. Students demonstrate their understanding of these concepts through creative and analytical responses by crafting imaginative, interpretive, and persuasive works.	
<b>Unit 2</b>  Students analyse how texts represent ideas, attitudes, and voices to explore the world and human experiences. They focus on how language and structural choices shape perspectives across diverse contexts. Through creating and responding to texts in different modes, students engage with imaginative, interpretive, and persuasive elements to examine stylistic choices that influence audience positioning and the portrayal of attitudes, values, and perspectives.		<b>Unit 4</b>  Students examine different interpretations and perspectives to develop their knowledge and ability to analyse texts further. They will learn to challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.	

# English GENERAL

## Course Description

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

## School-Based Assessment Profile:

Year 11: Responding (50%), Creating (50%)

Year 12: Responding (40%), Creating (45%), Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	OLNA Completion	Prerequisite:	OLNA Completion
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1</b>  Focuses on comprehending and responding to the ideas and information presented in texts. Students employ diverse strategies for comprehension, engage with texts by reading, viewing, and listening, and learn to respond both personally and logically through questioning and inferential reasoning. Additionally, students explore how text organization aids understanding, interact in multiple contexts, communicate effectively, and create texts for various purposes.		<b>Unit 3</b>  Focuses on exploring different perspectives presented in a range of texts and contexts. Students analyse attitudes, text structures, and language features to grasp meaning and purpose, and examine the relationships between context, purpose, and audience. They consider how perspectives and values influence audiences, develop and justify their interpretations, and learn to communicate logically, persuasively, and imaginatively in diverse contexts and for different purposes.	
<b>Unit 2</b>  Focuses on interpreting ideas and arguments in a range of texts and contexts. Students analyse text structures and language features, consider purposes and audiences, and examine how context influences meaning. They integrate information to form their own interpretations, interact effectively in various contexts, and create engaging texts using persuasive, visual, and literary techniques.		<b>Unit 4:</b>  Focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students explore ideas, attitudes, and values by synthesizing information from various sources to form independent perspectives and analyse how authors influence and position audiences. They investigate differing perspectives, construct coherent arguments, and consider purpose and audience response when creating their own texts.	



# English FOUNDATIONS

## Course Description

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

## School-Based Assessment Profile:

Year 11: Reading (35%), Writing (35%), Oral Communication (30%)

Year 12: Reading (30%), Writing (30%), Oral Communication (25%), Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Nil	Prerequisite:	Nil
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1: Functional Literacy</b>  Focuses on students comprehending and responding to the ideas and information presented in texts. Students will: <ul style="list-style-type: none"><li>• comprehend information, ideas and language in texts.</li><li>• understand language choices and the likely or intended effect of these choices in a range of texts</li><li>• create oral, written and multimodal texts appropriate for audience and purpose.</li></ul>		<b>Unit 3: Literacy for work and the community</b>  Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students will: <ul style="list-style-type: none"><li>• examine the ways that perspectives are presented in literary, every day and workplace texts.</li><li>• understand how language choices influence audiences.</li><li>• create oral multimodal texts that convey a perspective.</li></ul>	
<b>Unit 2: Production of texts</b>  Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students will: <ul style="list-style-type: none"><li>• examine how the structure and language of texts varies in different modes and media</li><li>• understand reasons for language choices and their effects on audiences in a variety of texts and contexts</li><li>• create oral, written and multimodal texts for different purposes using appropriate communication strategies.</li></ul>		<b>Unit 4: Literacy for personal context and learning</b>  Focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students will: <ul style="list-style-type: none"><li>• investigate the way language is used to present issues.</li><li>• understand ways in which language is used to influence and engage different audiences</li><li>• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events.</li></ul>	



# Geography ATAR

## Course Description

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

## School-Based Assessment Profile:

Year 11: Geographical inquiry/Fieldwork (30%), Response/Practical skills (40%), Exam (30%)

Year 12: Geographical inquiry/Fieldwork (20%), Response/Practical skills (40%), Exam (40%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	C Grade (minimum of 60%) in Year 10 HASS.  Minimum of 65% in Year 10 Geography unit.	Prerequisite:	C grade (minimum of 55%) in Year 11 Geography ATAR
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	\$31
<b>Unit 1: Natural and ecological hazards</b>  In this unit, students explore both natural (i.e. hydrological, geomorphic and atmospheric) hazards and ecological (i.e. biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards. Risk management is defined in terms of preparedness and mitigation.		<b>Unit 3: Global environmental change</b>  In this unit, students assess the impacts of land cover change with particular reference to climate change or biodiversity loss. Students assess management strategies to that aim to mitigate and adapt to climate change or biodiversity loss and evaluate programs designed to address the impacts of land cover change, with real world applications.	
<b>Unit 2: Global networks and interconnections</b>  In this unit, students explore the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic nature of the world in which they live.		<b>Unit 4: Planning sustainable places</b>  In this unit, students examine the causes and implications of urbanisation as well as challenges that exist in metropolitan Perth and a megacity with particular reference to how people respond to these challenges to influence sustainability and liveability.	

# Modern History ATAR

## Course Description

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

## School-Based Assessment Profile:

Year 11: Historical Inquiry (20%), Explanation (20-30%), Source Analysis (20-30%), Exam (30%)

Year 12: Historical Inquiry (20%), Explanation (20%), Source Analysis (20%), Exam (40%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	B Grade (minimum of 65%) in Year 10 HASS.  Minimum of 70% in Year 10 History unit.	Prerequisite:	C grade (minimum of 55%) in Year 11 Modern History ATAR
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	\$31
<b>Unit 1: Understanding the modern world</b>  In this unit, students are introduced to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.		<b>Unit 3: Modern nations in the 20th century</b>  In this unit, students examine the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.	
<b>Unit 2: Movements for change in the 20th century</b>  In this unit, students examine significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. It focuses on the ways in which individuals, groups and institutions challenge authority and transform society.		<b>Unit 4: The modern world since 1945</b>  In this unit, students focus on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build their understanding of the contemporary world; that is, why we are here at this point in time.	

# Media Production & Analysis ATAR

## Course Description

The Media Production and Analysis (Film) ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge, and understanding to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment, and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural, and institutional constraints. As users and creators of media products, students consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

## School-Based Assessment Profile:

Year 11: Production (50%) Response (30%) Written Exam (20%)

Year 12: Production (50%) Response (20%) Written Exam (30%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Meets prerequisites for ATAR English.  B grade in Year 10 Media elective or approved via interview.	Prerequisite:	C Grade (55%) or better in English ATAR
Desirable:	Nil	Desirable:	Media Production Analysis ATAR Units 1 and 2.
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1: Popular Culture</b>  This unit focuses on how language, text, purpose, context, and audience interact to convey meaning. Students analyse various texts to understand how language and structure serve different purposes for diverse audiences. They also develop analytical skills by creating and responding to texts and exploring the interplay of visual and written elements in communication.		<b>Unit 3: Media Art</b>  Students delve into themes and concepts by comparing various texts and analysing how language and genre interact with different contexts. They recognise genre conventions and their role in interpretation while also evaluating how different media and forms impact text structure and audience reception. Students demonstrate their understanding of these concepts through creative and analytical responses by crafting imaginative, interpretive, and persuasive works.	
<b>Unit 2: Influence</b>  Students analyse and respond to a range of media work designed to influence audiences. Students develop their own ideas and expand production skills to produce media work in the context of media influence.		<b>Unit 4: Power and Persuasion</b>  Students examine the way that persuasive media and producers reflect, challenge and shape audience values and attitudes. Students extend and refine their own ideas and production skills to produce media work.	



# Media Production & Analysis GENERAL

## Course Description

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

## School-Based Assessment Profile:

Year 11: Response (30%), Production (70%)

Year 12: Response (25%), Production (60%), Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	C-grade in Year 10 English	Prerequisite:	Completion of Media Production & Analysis GENERAL Unit 2
Desirable:	Year 10 Media elective	Desirable:	Minimum C (55%) Grade English GENERAL Units 1 & 2
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1: Mass Media</b>  This unit focuses on the mass media, encouraging students to reflect on their own media use, analyse common representations, and understand the construction and production of media. Students learn media languages, examining how codes and conventions create narratives and how audiences interpret these representations. They engage with everyday media, developing basic production skills and applying their creativity with teacher assistance.		<b>Unit 3: Entertainment</b>  This unit focuses on entertainment, building on students' existing knowledge and expanding their understanding of media languages and the use of codes and conventions. Students explore how media representations and values are constructed, considering audience experiences and the impact of production contexts. They engage with relevant media, developing ideas and learning production skills to apply their knowledge and creativity in their own media projects.	
<b>Unit 2: Point of View</b>  This unit focuses on the concept of point of view in media, teaching students how it is constructed and analysed in various media genres and styles. Students explore how information and specific techniques are used to present particular viewpoints and engage with both commercial and non-commercial media. They learn about production processes, decision-making controls, and develop strategies and skills for creating their own media work.		<b>Unit 4: Representation and Reality</b>  This unit focuses on representation and reality, examining how media constructs identities, places, or ideas based on shared values. Students explore various media genres and styles, learning how codes, conventions, and techniques dramatize and re-present reality to engage and inform audiences. They analyse and interact with diverse media works, understanding production controls and responsibilities, while developing their own strategies and production skills.	



# Drama GENERAL

## Course Description

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.

## School-Based Assessment Profile:

Year 11: Response (30%), Production (70%)

Year 12: Response (30%), Performance /Production (55%), Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Nil	Prerequisite:	Completion of Drama General Units 1 & 2
Desirable:	Year 10 Drama	Desirable:	Minimum (55%) Grade English General Unit 1 & 2
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1: Dramatic Storytelling</b>  Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.		<b>Unit 3: Representational, realist drama</b>  Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.	
<b>Unit 2: Drama performance events</b>  In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning. For an audience other than their class members.		<b>Unit 4: Presentational, non-realist drama</b>  Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.	

# Music GENERAL

## Course Description

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. The Aural and Theory content in the written component is generic, and can be adapted and extended to suit any selected context. The practical component consists of three different options and can be delivered in a different context, independent of the written component. Students select only one option, and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

## School-Based Assessment Profile:

Year 11: Written (60%), Practical (40%)

Year 12: Written (45%), Practical (40%), Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Interview with Lead Music Teacher	Prerequisite:	Music General Units 1 & 2
Desirable:	Year 10 Music Advanced Music tuition (instrument / singing)	Desirable:	Music tuition (instrument / singing)
Indicative Course Fee:	\$49	Indicative Course Fee:	\$49
<b>Unit 1 &amp; 2:</b>  In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.  Students develop skills, confidence and stylistic awareness to engage in music-making as performers and audience members both individually and collaboratively.		<b>Unit 3 &amp; 4:</b>  In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.  Students develop skills, confidence and stylistic awareness to engage in music-making as performers and audience members both individually and collaboratively.	



# Visual Art ATAR

## Course Description

The Visual Arts ATAR course offers students a comprehensive exploration of art, craft, and design, emphasising both creative expression and critical understanding. Through a blend of practical skills development and theoretical engagement, students cultivate aesthetic sensitivity and the ability to evaluate art thoughtfully. The course fosters individuality, encouraging students to value their unique creative voices while equipping them with essential life skills such as resilience, collaboration, and problem-solving. By engaging with diverse art forms and media, from traditional to contemporary, students gain insights into cultural perspectives and societal values, preparing them for future academic pursuits and creative endeavours, and promoting a deeper appreciation for art's role in personal and communal contexts.

## School-Based Assessment Profile:

Year 11: Production (50%) Analysis (15%) Investigation (15%) Written Exam (20%)

Year 12: Practical (50%) Written (50%)

*Practical - Production (100%) Written – Analysis (35 %) Investigation (35%) Written Exam (30%)*

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	B Grade (minimum of 70%) in Year 10 English  Year 10 Visual Art or Interview with Art Teacher	Prerequisite:	C Grade (55%) or better in English ATAR
Desirable:	Nil	Desirable:	Visual Arts ATAR Units 1 and 2
Indicative Course Fee:	TBC	Indicative Course Fee:	TBC

Year 11: Units 1 & 2	Year 12: Units 3 & 4
<p><b>Unit 1: Differences</b></p> <p>Students consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.</p>	<p><b>Unit 3: Commentaries</b></p> <p>Students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.</p>
<p><b>Unit 2: Identities</b></p> <p>Students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create art-work. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.</p>	<p><b>Unit 4: Points of View</b></p> <p>Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.</p>

# Visual Art GENERAL

## Course Description

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

## School-Based Assessment Profile:

Year 11: Production (70%) Analysis (15%) Investigation (15%)

Year 12: Production (65%) Analysis (10%) Investigation (10%) Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Nil	Prerequisite:	Visual Art General Units 1 & 2
Desirable:	Year 10 Visual Art	Desirable:	Minimum C (55%) Grade English General Units 1 & 2
Indicative Course Fee:	\$ 40	Indicative Course Fee:	\$ 40
<b>Unit 1: Experiences</b>  Students create artworks inspired by their personal experiences and observations, engaging in art activities to enhance their sense of observation. They learn to document their experiences through various art projects, fostering an understanding and appreciation of visual language in everyday life. Through experimentation and exploration, students develop skills in imaginative picture-making, focusing on their own lives and immediate environment with freedom for interpretation and material experimentation.		<b>Unit 3: Inspirations</b>  Students explore diverse sources for artistic inspiration, including personal experiences, beliefs, and imagination, with flexibility to choose learning contexts aligned with their interests. They deepen their understanding of visual language, applying it to both creating and interpreting artworks while honing skills in inquiry, observation, and media manipulation. Through research and hands-on experiences with artworks, students actively engage in perception, reflection, and response, considering the inspirations behind artists' works and presenting their own creations with opportunities for evaluation and exhibition.	
<b>Unit 2: Explorations</b>  Students engage in idea generation and development through exploration of stimulus materials from their local environment, employing various techniques and processes in their artwork creation. They study the work of other artists to understand stylistic features across different time periods and locations, manipulating art elements and principles to produce original pieces. Additionally, students express personal beliefs and feelings through diverse media and materials, recording and reflecting on their artistic progress.		<b>Unit 4: Investigations</b>  Students delve into diverse artists, art forms, and techniques to spark and refine their creative ideas, focusing on both spontaneous and analytical drawing styles using various media. They deepen their grasp of visual language, applying it to both creating and interpreting art while exploring the expressive potential of different techniques and processes. Through investigation and reflection on artworks and media, students enhance their understanding of the creative process and hone their analytical and production skills to effectively communicate their own ideas.	



# Mathematics Specialist ATAR

## Course Description

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

## School-Based Assessment Profile:

Year 11: Response (40%); Investigation (20%); Examination (40%)

Year 12: Response (40%); Investigation (20%); Examination (40%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	A Grade in Year 10 Mathematics.  Minimum of 75% (Level 1) in Mathematics exams.	Prerequisite:	Minimum of 55% in Specialist Unit 1 & 2 Minimum of 60% in Methods Unit 1 & 2
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1:</b>  Contains the three topics: <ul style="list-style-type: none"><li>• Geometry</li><li>• Combinatorics</li><li>• Vectors in the plane</li></ul>		<b>Unit 3:</b>  This unit contains the three topics: <ul style="list-style-type: none"><li>• Complex numbers</li><li>• Functions and sketching graphs</li><li>• Vectors in three dimensions</li></ul>	
<b>Unit 2:</b>  Contains the three topics: <ul style="list-style-type: none"><li>• Trigonometry</li><li>• Matrices</li><li>• Real and complex numbers</li></ul>		<b>Unit 4:</b>  This unit contains the three topics: <ul style="list-style-type: none"><li>• Integration and applications of integration</li><li>• Rates of change and differential equations</li><li>• Statistical inference</li></ul>	

# Mathematics Methods ATAR

## Course Description

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

## School-Based Assessment Profile:

Year 11: Response (40%); Investigation (20%); Examination (40%)

Year 12: Response (40%); Investigation (20%); Examination (40%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	<p>B Grade (minimum of 65%) in Year 10 Mathematics.</p> <p>Minimum of 65% (Level 1) or 80% (Level 2) in Mathematics exams.</p>	Prerequisite:	Minimum of 55% in Methods Unit 1 & 2
Desirable:	Year 10 Level 1 mathematics	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>Counting and probability</li> <li>Functions and graphs</li> <li>Trigonometric functions</li> </ul>		<b>Unit 3:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>Further differentiation and applications</li> <li>Integrals</li> <li>Discrete random variables.</li> </ul>	
<b>Unit 2:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>Exponential functions</li> <li>Arithmetic and geometric sequences and series</li> <li>Introduction to differential calculus</li> </ul>		<b>Unit 4:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>The logarithmic function</li> <li>Continuous random variables and the normal distribution</li> <li>Interval estimates for proportions</li> </ul>	

# Mathematics Applications ATAR

## Course Description

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

## School-Based Assessment Profile:

Year 11: Response (40%); Investigation (20%); Examination (40%)

Year 12: Response (40%); Investigation (20%); Examination (40%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	C Grade in Year 10 Mathematics.  Minimum of 55% (Level 1) or 65% (Level 2) in Mathematics exams	Prerequisite:	Minimum of 55% in Applications Unit 1&2
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Algebra and matrices</li> <li>• Shape and measurement</li> </ul>		<b>Unit 3:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Growth and decay in sequences</li> <li>• Graphs and networks</li> </ul>	
<b>Unit 2:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>• Univariate data analysis and the statistical investigation process</li> <li>• Applications of trigonometry</li> <li>• Linear equations and their graphs</li> </ul>		<b>Unit 4:</b>  Contains the three topics: <ul style="list-style-type: none"> <li>• Time series analysis</li> <li>• Loans, investments and annuities</li> <li>• Networks and decision mathematics.</li> </ul>	

# Mathematics Essential GENERAL

## Course Description

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

## School-Based Assessment Profile:

Year 11: Response (50%); Practical Applications / Statistical Investigation Process (50%)

Year 12: Response (40%); Practical Applications / Statistical Investigation Process (45%); Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Passing all OLNA assessments	Prerequisite:	Minimum of 55% in Essential Unit 1&2
Desirable:	Western Australian Curriculum Grade C	Desirable:	Nil
Indicative Course Fee:	\$26	Indicative Course Fee:	\$26
<b>Unit 1:</b>  This unit includes the following four topics: <ul style="list-style-type: none"> <li>• Basic calculations, percentages and rates</li> <li>• Using formulas for practical purposes</li> <li>• Measurement</li> <li>• Graphs</li> </ul>		<b>Unit 3:</b>  This unit includes the following four topics: <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Graphs in practical situations</li> <li>• Data collection</li> </ul>	
<b>Unit 2:</b>  This unit includes the following four topics: <ul style="list-style-type: none"> <li>• Representing and comparing data</li> <li>• Percentages</li> <li>• Rates and ratios</li> <li>• Time and motion</li> </ul>		<b>Unit 4:</b>  This unit includes the following three topics: <ul style="list-style-type: none"> <li>• Probability and relative frequencies</li> <li>• Earth geometry and time zones</li> <li>• Loans and compound interest</li> </ul>	



# Mathematics FOUNDATION

## Course Description

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

## School-Based Assessment Profile:

Year 11: Response (50%); Practical Applications (50%)

Year 12: Response (40%); Practical Applications (45%); Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Has not passed all OLNA assessments	Prerequisite:	Has not passed all OLNA assessments
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	\$26	Indicative Course Fee:	\$26
<b>Unit 1:</b>  This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.		<b>Unit 3:</b>  This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.	
<b>Unit 2:</b>  This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.		<b>Unit 4:</b>  This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.	

# Chemistry ATAR

## Course Description

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

## School-Based Assessment Profile:

Year 11: Science Inquiry = 25%, Extended Response = 10%, Tests = 15%, Examinations = 50%

Year 12: Science Inquiry = 20%, Extended Response = 10%, Tests = 20%, Examinations = 50%

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Meets prerequisite for ATAR Applications  B Grade in Year 10 Science  Minimum of 70% (level 1) or 90% (level 2) in Year 10 Chemistry unit.	Prerequisite:	C Grade in Year 11 Chemistry
Desirable:	Year 10 Level 1 science	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1: Chemical fundamentals: structure, properties and reactions</b>  In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.		<b>Unit 3: Equilibrium, acids and bases, and redox reactions</b>  In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.	
<b>Unit 2: Molecular interactions and reactions</b>  In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.		<b>Unit 4: Organic chemistry and chemical synthesis</b>  In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.	

# Human Biology ATAR

## Course Description

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

## School-Based Assessment Profile:

Year 11: Science Inquiry = 20%, Extended Response = 15%, Tests = 25%, Examinations = 40%

Year 12: Science Inquiry = 10%, Extended Response = 15%, Tests = 25%, Examinations = 50%

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Meets prerequisite for ATAR Applications.  B Grade in Year 10 Science  Minimum of 65% (level 1) or 80% (level 2) in Year 10 Human Biology unit.	Prerequisite:	C Grade in Year 11 Human Biology
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1: The functioning human body</b>  In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.		<b>Unit 3: Homeostasis and disease</b>  This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.	
<b>Unit 2: Reproduction and inheritance</b>  In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.		<b>Unit 4: Human variation and evolution</b>  This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.	

# Physics ATAR

## Course Description

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

## School-Based Assessment Profile:

Year 11: Science Inquiry = 20%, Tests = 40%, Examinations = 40%

Year 12: Science Inquiry = 10%, Tests = 40%, Examinations = 50%

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Meets prerequisite for ATAR Methods  B Grade in Year 10 Science  Minimum of 70% (level 1) or 90% (level 2) in Year 10 Physics unit.	Prerequisite:	C grade in Year 11 Physics
Desirable:	Year 10 Level 1 science	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil
<b>Unit 1: Motion, forces and energy</b>  Students describe, explain and predict linear motion and mechanical and thermal energy.		<b>Unit 3: Gravity and relativity</b>  Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance. They examine the theory of special relativity and the consequences of general relativity.	
<b>Unit 2: Waves, nuclear and electrical physics</b>  Students investigate the application of wave models to sound phenomena, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.		<b>Unit 4: Electromagnetism and modern physics</b>  Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter.	



# Psychology ATAR

## Course Description

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals think, feel and behave in different contexts. Students learn about major psychological theories, studies and models, and conduct scientific investigations. Students develop skills to apply their psychological knowledge to explain thoughts, feelings and behaviours in the everyday world. Students apply the principles of scientific inquiry and ethical guidelines as they analyse data used to examine phenomena, such as developmental stages, memory, attention, attitudes, personality and social influence. An understanding of psychology is very useful, both to individuals and those assisting us to improve ourselves and our relationships, and to society as a whole.

## School-Based Assessment Profile:

Year 11: Science Inquiry = 30%, Response = 40%, Examinations = 30%

Year 12: Science Inquiry = 20%, Response = 40%, Examinations = 40%

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Meets prerequisite for ATAR English  B Grade in Year 10 Science.	Prerequisite:	C grade in Year 11 Psychology
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	Nil	Indicative Course Fee:	Nil

Year 11: Units 1 & 2	Year 12: Units 3 & 4
<p><b>Unit 1: Biological and lifespan psychology</b></p> <p>This unit introduces psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour. Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain.</p> <p>The unit introduces lifespan psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviours. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists. Science inquiry skills developed during Year 7–10 Science are further developed in this unit as students apply these skills to understanding and analysing psychological studies.</p>	<p><b>Unit 3: Memory and learning</b></p> <p>Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research.</p> <p>In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting.</p> <p>The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.</p> <p>Science inquiry skills are further developed in this unit, as is the understanding that psychological knowledge develops over time and in response to ongoing research.</p>
<p><b>Unit 2: Attitudes, stereotypes and social influence</b></p> <p>This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies, and apply these theories to real-world experiences.</p> <p>The unit introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours.</p> <p>Students extend their understanding of Science inquiry and the way psychological knowledge develops over time and in response to ongoing research.</p>	<p><b>Unit 4: Psychology of motivation, wellbeing and health</b></p> <p>A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep.</p> <p>This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts.</p> <p>The unit emphasises the role and relevance of Science inquiry, where the psychological research is applied to contemporary concerns.</p>

# Children, Family and the Community GENERAL

## Course Description

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

## School-Based Assessment Profile:

Year 11: Investigation 30%; Production 55%; Response 15%

Year 12: Investigation 25%; Production 50%; Response 10%; Externally set task (EST)15%

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Nil	Prerequisite:	Nil
Desirable:	Nil	Desirable:	Nil
Indicative Course Fee:	\$20	Indicative Course Fee:	\$20
<b>Unit 1: Families and relationships</b>  This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities		<b>Unit 3: The change factor</b> This unit focuses on challenges that confront individuals, families and communities in a rapidly developing society and the need to adapt to growing social, cultural, environmental, economic and political circumstances.	
<b>Unit 2: Our community</b>  This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied.		<b>Unit 4: Shaping the world</b>  This unit examines the principles of social, economic and political justice and environmental accord. Students investigate ways to address issues that have been created by rapid social, cultural, economic and technological change.	

# Materials Design and Technology (Wood) GENERAL

## Course Description

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

## School-Based Assessment Profile:

Year 11:	Design (Practical portfolio) 25%; Production (Practical) 60%; Response (written) 15%
Year 12:	Design (Practical portfolio) 25%; Production (Practical) 50%; Response (written) 10% Externally set task (EST)15%

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Nil	Prerequisite:	Nil
Desirable:	Nil	Desirable:	Year 11 MDT General
Indicative Course Fee:	\$70	Indicative Course Fee:	\$70
<b>Unit 1: Design</b>  Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.		<b>Unit 3: Fundamentals of design</b>  Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints.	
<b>Unit 2: Design for a specific market</b>  They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.		<b>Unit 4: Designing for a client, target audience or market</b>  Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects.	





# Building and Construction GENERAL

## Course Description

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

## School-Based Assessment Profile:

Year 11: Design 20%, Production 70%, Response 10%

Year 12: Design 20%, Production 50%, Response 15%, Externally Set Task 15%

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Nil	Prerequisite:	Nil
Desirable:	Year 10 MDT	Desirable:	Year 11 Building and Construction
Indicative Course Fee:	\$70	Indicative Course Fee:	TBC

Year 11: Units 1 & 2	Year 12: Units 3 & 4
<p><b>Unit 1:</b></p> <p>This unit introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling. The unit explores processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.</p>	<p><b>Unit 3:</b></p> <p>This unit explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint); their mechanical properties under load and flexural actions; and their use in construction. Concepts in space and computation are developed. Students practise reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use and the recycling of building materials.</p>
<p><b>Unit 2:</b></p> <p>This unit explores properties of common, natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects. Students work with a variety of materials and develop a range of practical skills.</p>	<p><b>Unit 4:</b></p> <p>This unit builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. New criteria are incorporated in the specifications of design projects and skills are practised in these areas of content. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment.</p>

# Physical Education Studies GENERAL

## Course Description

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

## School-Based Assessment Profile:

Year 11: Practical Performance (50%), Investigation (25%) & Response (25%)

Year 12: Practical Performance (50%), Investigation (15%), Response (20%) & Externally Set Task (15%)

## Sport Contexts:

Decided by discussion between teacher and students on commencement of course.

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	Nil	Prerequisite:	Nil
Desirable:	C grade in Year 10 Physical Education. A moderate to high level of physical fitness is encouraged.	Desirable:	C grade in Year 11 Physical Education Studies. A moderate to high level of physical fitness is encouraged.
Indicative Course Fee:	\$45	Indicative Course Fee:	\$45
<b>Unit 1:</b>  The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.		<b>Unit 3:</b>  The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.	
<b>Unit 2:</b>  The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.		<b>Unit 4:</b>  The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.	

# Outdoor Education GENERAL

## Course Description

This course aims to develop an understanding of students' relationships with the environment, others and themselves and ultimately contribute towards a sustainable world. It provides students with an opportunity to develop essential life and physical activity skills, an understanding of the environment and a positive relationship with nature. The course aims to develop skills that will enable students to pursue personal interests and careers in the outdoors.

## Time off campus

Year 11: 9 days are spent off campus – including 2 expeditions and 4 full day excursions

Year 12: 11 days are spent off campus – including 2 expeditions and 4 full day excursions

Note: Outdoor Education cannot be undertaken on the ATAR Pathway.

## School-Based Assessment Profile

Year 11: Investigation (25%) Performance in Outdoor Activities (30%) Expedition Skills (20%) Response (25%)

Year 12: Investigation (15%) Performance in Outdoor Activities (30%) Expedition Skills (20%) Response (20%)  
Externally Set Task (15%)

Year 11: Units 1 & 2		Year 12: Units 3 & 4	
Prerequisite:	C grade in Year 10 Physical Education	Prerequisite:	Nil
Desirable:	Year 10 Outdoor Education. A moderate to high level is physical fitness is encouraged	Desirable:	Year 11 Outdoor Education General. A moderate to high level is physical fitness is encouraged
Indicative Course Fee:	\$450	Indicative Course Fee:	\$450



Year 11: Units 1 & 2	Year 12: Units 3 & 4
<p><b>Unit 1: Experiencing the Outdoors</b></p> <p>Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.</p>	<p><b>Unit 3: Building confidence in the outdoors</b></p> <p>Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.</p>
<p><b>Unit 2: Facing Challenges in the Outdoors</b></p> <p>This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.</p>	<p><b>Unit 4: Outdoor Leadership</b></p> <p>Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills, and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.</p>

# Mountain Biking Endorsed Program (Recreational Pursuits)

## Course Description

Recreational Pursuits is a School Curriculum and Standards Authority-developed endorsed program that enables a student engaged in a recreational activity to be recognised for the significant learning encompassed within such activities. The recreational pursuit must involve a series of lessons, classes or activities for the achievement of a common goal or set of learning outcomes. The Year 11 & 12 Mountain Biking Program is delivered through the Recreational Pursuits Endorsed Program.

	Mountain Bike Riding and Skill Development	Trail Design and Construction	Bike Mechanics
Percentage of class time allocated	45%	45%	10%

### To successfully complete this program a student must:

- Commit and maintain a logbook completing a minimum of 55 hours to participation and engagement in Mountain Biking and related activities including riding, trail building and bike mechanics.
- Submit to the school for assessment a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement.

## Delivery Method

The Recreational Pursuits Endorsed Program is delivered over a two-year period.

Prerequisite:	Nil
Desirable:	C grade in Year 10 Specialist Mountain Biking. A moderate to high level of physical fitness is encouraged.
Indicative Course Fee:	Year 11: \$100; Year 12: \$100 A bike service fee of \$180 per year applies if using a College-provided bike. A PPE service fee of \$25 per year applies if using College-issued PPE.

## Assessment Profile

Students will be assessed using the following outcomes: Achieved (A); Not achieved (N); Two programs achieved (2); Three programs achieved (3); Four programs achieved (4); Withdrawn (W).

## Unit Equivalence:

One unit equivalent for each program successfully completed to a maximum of four units.

# Certificate II Horticulture

## (AHC20422)

### Course Description

This qualification is an engaging, hands-on course perfect for students with a passion for the outdoors and a budding interest in plants and gardening. This entry-level qualification provides fundamental skills and knowledge in a wide range of horticultural practices, including plant recognition, propagation, pruning, soil testing, and operating basic machinery and equipment. Students will learn about pest and disease control, environmentally sustainable work practices, and essential workplace health and safety procedures.

### Learning Areas

<ul style="list-style-type: none"><li>• Learning to recognise different plant species</li><li>• Identifying and treating common weeds</li><li>• Undertaking propagation activities</li><li>• Potting up plants</li></ul>	<ul style="list-style-type: none"><li>• Assisting with low volume irrigation operations</li><li>• Safely operating basic machinery and equipment</li><li>• Using and maintaining basic hand tools</li></ul>
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### Delivery Method

Two-year course: Years 11 and 12

Teachers facilitate timetabled lessons on campus in conjunction with the Registered Training Organisation AIET.

Prerequisites: Nil

Desirable: Completion of OLNA Level 3 in Reading, Writing and Numeracy

Indicative Course Fee: Year 11: \$215; Year 12: \$215

### Assessment Profile

Students will be assessed on either a 'competent' or 'not competent' basis and involve both practical and theory-based work. Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of Attainment for those units.

WACE 'C' grade equivalence for full qualification achievement is one Year 11 course (retrospectively awarded) and one Year 12 courses. Totalling four 'C' grades and units. No partial completion can be used for WACE calculations.

# Certificate II Workplace Skills

## (BSB20120)

### Course Description

This qualification reflects the role of individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge. Students will develop foundational capabilities in communication, teamwork, and digital tools, focusing on contributing to effective work practices under direct supervision. The course emphasises developing personal organisation and basic problem-solving skills, which are crucial for navigating entry-level roles and preparing for further education or employment after secondary schooling.

### Learning Areas

<ul style="list-style-type: none"><li>• Workplace communication and interpersonal skills</li><li>• Basic digital literacy and common software applications</li><li>• Following workplace policies and procedures</li><li>• Contributing to team effectiveness</li></ul>	<ul style="list-style-type: none"><li>• Organisational skills and completing routine tasks</li><li>• Safe work practices</li><li>• Environmental sustainability in the workplace</li><li>• Basic WHS practices</li><li>• Customer service principles</li><li>• Personal work goals and development</li></ul>
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### Delivery Method

One-year course: Year 11

Teachers facilitate timetabled lessons on campus in conjunction with the Registered Training Organisation iVET.

Prerequisites: Nil

Desirable: Completion of OLNA Level 3 in Reading, Writing and Numeracy

Indicative Course Fee: \$230



### Assessment Profile

Students will be assessed on either a 'competent' or 'not competent' basis and involve both practical and theory-based work. Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of Attainment for those units.

WACE 'C' grade equivalence for full qualification achievement is one Year 11 course. Totalling four 'C' grades and units. No partial completion can be used for WACE calculations.



# Certificate III Business

## (BSB30120)

### Course Description

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

### Learning Areas

<ul style="list-style-type: none"><li>• Planning and preparation</li><li>• Prioritisation and time management</li><li>• Teamwork and workplace etiquette</li><li>• Effective and inclusive work habits</li><li>• Common digital technologies</li><li>• Common business software applications</li><li>• Presentation skills</li></ul>	<ul style="list-style-type: none"><li>• Safe and sustainable work practices</li><li>• Communication skills</li><li>• Teamwork and workplace etiquette</li><li>• Critical thinking and basic problem solving</li><li>• Stress management and personal well-being</li></ul>
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### Delivery Method

One-year course: Year 12

Teachers facilitate timetabled lessons on campus in conjunction with the Registered Training Organisation iVET.

Prerequisites: Completion of Certificate II Workplace Skills

Desirable: Completion of OLNA Level 3 in Reading, Writing and Numeracy

Indicative Course Fee: \$235



### Assessment Profile

Students will be assessed on either a 'competent' or 'not competent' basis and involve both practical and theory-based work. Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of Attainment for those units.

WACE 'C' grade equivalence for full qualification achievement is one Year 11 course (retrospectively awarded) and two Year 12 courses. Totalling six 'C' grades and units. No partial completion can be used for WACE calculations.

# Certificate III Information Technology (ICT30120)

## Course Description

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

## Learning Areas

<ul style="list-style-type: none"><li>• Common digital technologies</li><li>• Operating systems</li><li>• Standard diagnostics</li><li>• Cyber security and device security and protection</li><li>• Information ethics and security</li><li>• Teamwork and workplace etiquette</li></ul>	<ul style="list-style-type: none"><li>• Common business software applications</li><li>• Hardware care and maintenance</li><li>• Web presence through social media</li><li>• Introductory programming techniques</li><li>• Critical and creative thinking skills</li><li>• Safe and sustainable work practices</li></ul>
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## Delivery Method

Two-year course: Years 11 and 12

Teachers facilitate timetabled lessons on campus in conjunction with the Registered Training Organisation IVET.

Prerequisites: Nil

Desirable: Completion of OLNA Level 3 in Reading, Writing and Numeracy

Indicative Course Fee: Year 11: \$235; Year 12: \$235

## Assessment Profile

Students will be assessed on either a 'competent' or 'not competent' basis and involve both practical and theory-based work. Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of Attainment for those units. WACE 'C' grade equivalence for full qualification achievement is one Year 11 course (retrospectively awarded) and two Year 12 courses. Totalling six 'C' grades and units. No partial completion can be used for WACE calculations.

# Certificate III Hospitality

(SIT30622)

## Course Description

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under supervision using plans, policies and procedures to guide work activities. This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

## Learning Areas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Work effectively with others</li><li>• Work effectively in hospitality service</li><li>• Show social and cultural sensitivity</li><li>• Provide service to customers</li><li>• Source and use information on the hospitality industry</li><li>• Provide advice on food</li></ul> | <ul style="list-style-type: none"><li>• Coach others in job skills</li><li>• Prepare and present sandwiches</li><li>• Prepare appetisers and salads</li><li>• Communicate in the workplace</li><li>• Maintain the quality of perishable items</li></ul> |
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## Delivery Method

Two-year course: Years 11 and 12

Teachers facilitate timetabled lessons on campus in conjunction with the Registered Training Organisation.

Prerequisites: Nil

Desirable: Completion of OLNA Level 3 in Reading, Writing and Numeracy

Indicative Course Fee: Year 11: \$400; Year 12: \$0 (An additional \$21.50 will apply for required chef hats, if needed.)



**RTO Code: 5184**

## Assessment Profile

Students will be assessed on either a 'competent' or 'not competent' basis and involve both practical and theory-based work. Upon successful completion of all course requirements, the RTO will issue a Certificate. Whereby a student has attained only some units, the RTO will issue a Statement of Attainment for those units.

WACE 'C' grade equivalence for full qualification achievement is one Year 11 course (retrospectively awarded) and two Year 12 courses. Totalling six 'C' grades and units. No partial completion can be used for WACE calculation.

# Workplace Learning Endorsed Program

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## Program Description

The Workplace Learning program, coordinated by Swan Worklink at Swan Christian College, provides an invaluable opportunity for students to gain real-world industry experience, discover their strengths, and develop essential employability skills. Through tailored placements with local employers, students immerse themselves in diverse industries, learning about workplace expectations, building valuable professional networks, and enhancing their confidence. This practical learning component is designed to complement academic studies, prepare students for a smooth transition from school to further education or employment, and contribute towards their Western Australian Certificate of Education (WACE).

## Delivery Method

Prerequisites:	Nil
Desirable:	Completion of OLNA Level 3 in Reading, Writing and Numeracy
Indicative Course Fee:	\$ 600 for two placements of 55 hours

## Assessment Profile

WACE 'C' grade equivalence is achieved for each 55 hours completed to the maximum of four units.